

P-20 Coordinating Council

Statewide Longitudinal Data Systems and Use Task Force Meeting November 12, 2009

Welcome and Introductions

**Cathleen Barton
Task Force Chair**



P-20 Coordinating Council

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Process Update

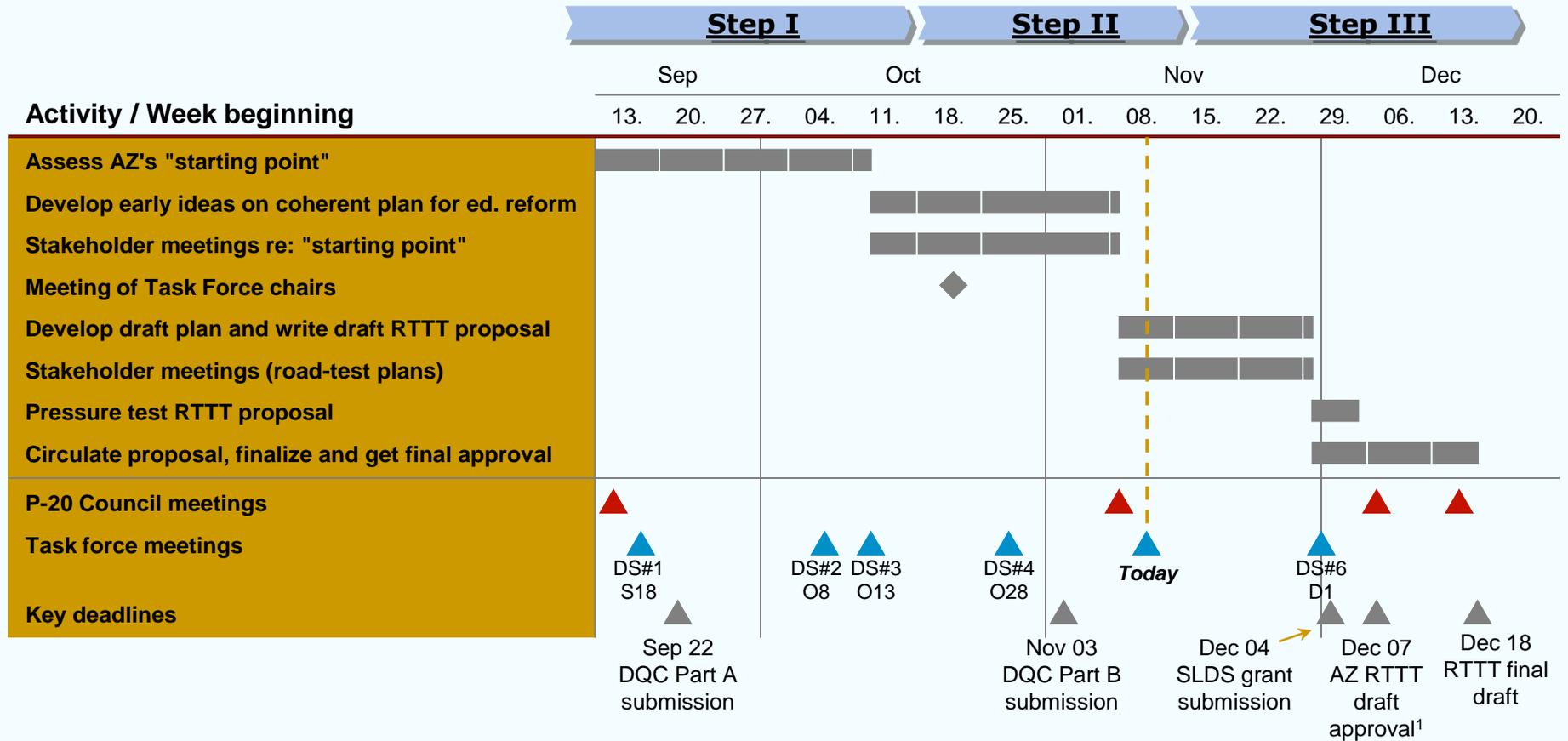
**Jody Foldesy
Cathleen Barton**



Today we will discuss several key areas in greater detail

	 Meeting #1 Sept. 18	 Meeting #2 Oct. 8	 Meeting #3 Oct. 13	 Meeting #4 Today	 Meeting #5 Nov. 12	 Meeting #6 Dec. 1
Key issues on agenda	<p>Introduction</p> <p>Current state</p> <p>RTTT criteria</p> <p>Approach for the next few months</p>	<ul style="list-style-type: none"> • Team charter • Update to/ from other task forces • Plan for stakeholder engagement • SLDS update • Outside-in perspective 	<ul style="list-style-type: none"> • DQC data workshop • Gap analysis • Ownership of gap resolution • Vision and initiative prioritization discussion 	<ul style="list-style-type: none"> • Provide input on... <ul style="list-style-type: none"> – Strawman approach to assur. areas – Draft of SLDS grant appl. 	<ul style="list-style-type: none"> • Incorporate feedback from P-20 Council • Further discussion on key areas • Update on SLDS grant application 	<ul style="list-style-type: none"> • Continue to develop detail • Focus on open questions
Deliverables	<p>Agreement on team charter and the process forward</p>	<ul style="list-style-type: none"> • Stakeholder plan • List of open questions 	<ul style="list-style-type: none"> • DQC gaps • Next steps on resolving DQC gaps 	<ul style="list-style-type: none"> • Initial ideas for AZ ed reform to present to P-20 Council • Draft of SLDS grant appl. 	<ul style="list-style-type: none"> • Updated reform plans 	<ul style="list-style-type: none"> • Final SLDS grant • Final recommendation to P-20 Council
Other		<ul style="list-style-type: none"> • <i>AEDW training (opt.)</i> 	<ul style="list-style-type: none"> • <i>AEDW training (opt.)</i> 			

Where we are: In approximately one month, the P-20 Council will review our final recommendation



Fed submission date now set for mid-January

1. Currently planning RTTT review by State Board of Ed and P20 Council Dec. 7 - 11

Successful P-20 Council meeting earlier this week

October/ November 2009

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
26	27	28 Data Systems #4 (1:45-5:30pm) Grand Canyon Rm	29	30
2 Standards & Assess. #3 (9-11am) Grand Canyon Rm	3 Struggling Schools #3 (1-3pm) Room 312	4 Great Teachers #3 (2-6pm) Grand Canyon Rm	5	6
9 <i>Council Meeting</i> (1-3pm) <i>Governor's 2nd Floor Conf Rm</i>	10	11	12 Data Systems #5 (11am-2pm) Room B56	13

Generally positive reaction to strawman recommendations by P-20 Council

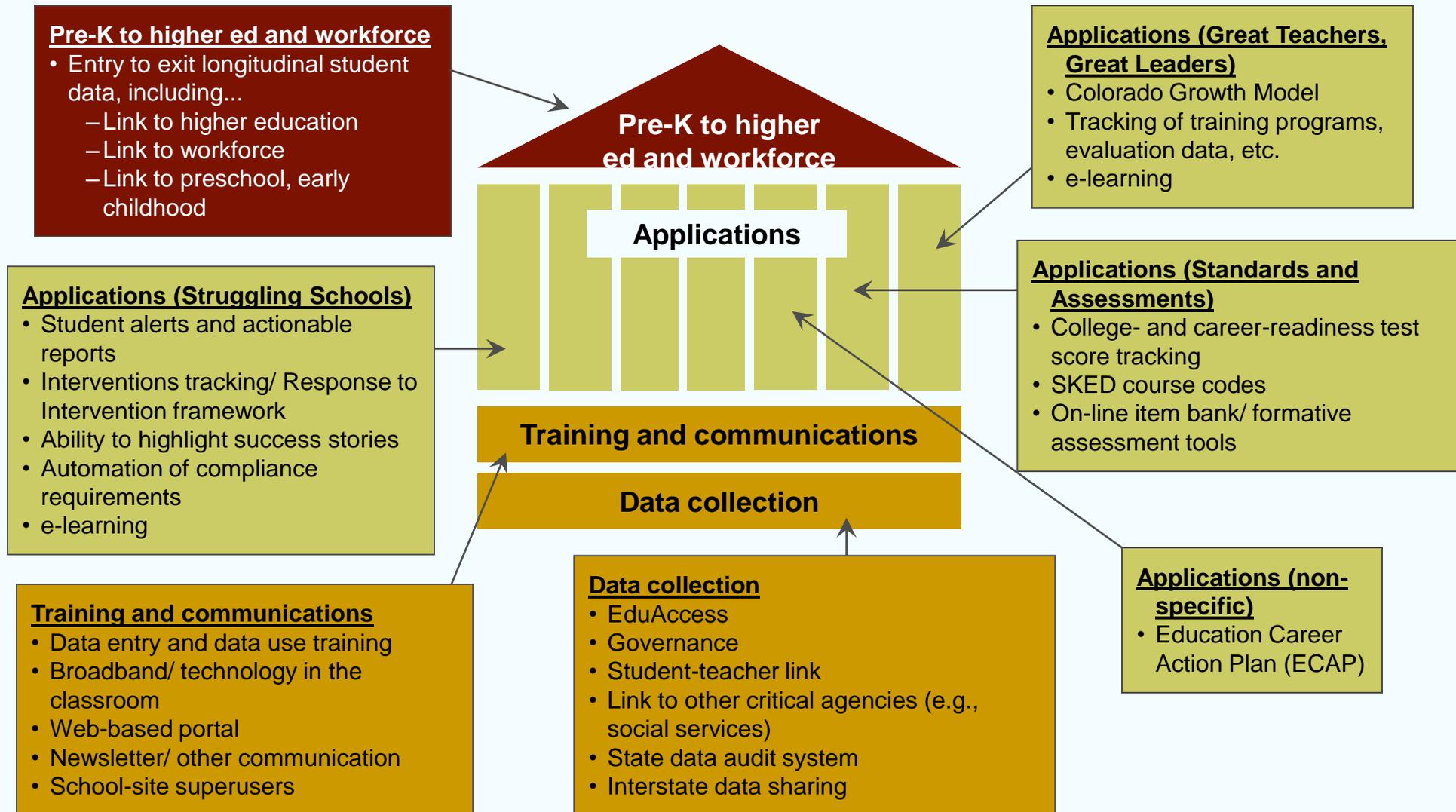
- Feeling that, if anything, reform plans could have gone further
- Tremendous appreciation for work that has been by the Task Forces

Several points that specifically speak to our discussion

- Understand link to higher ed, esp. from a data perspective
- More focus on early childhood
- Expand tools to drive student achievement (e.g., IDEAL, early warning systems, formative assessments)

These ideas inform our discussion today

Strawman recommendation for Data Systems suggests a secure "home" for data and full longitudinal view



Final requirements specific to Statewide Longitudinal Data Systems

Implementation of all 12 data elements specified by the America Competes Act (24 points)

High-quality plan to ensure key stakeholders access and use state data (5 points)

- Stakeholders including parents, students, teachers, principals, LEA leaders, community members, unions, researchers, policymakers, and others
- Areas such as policy, instruction, operations, management, resource allocation and overall effectiveness

A high-quality plan to collaborate with LEAs to use data to improve instruction (18 points)

- Increase use of local instructional improvement systems¹
- Support participating LEAs and schools in providing effective professional development
- Support researchers with data from longitudinal and instructional improvement systems so they can evaluate what works

1. Technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement

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Key Areas for Further Discussion

**Dr. Amy Kemp
Jody Foldesy
Rebecca Gau
Donald Houde**



Topics for discussion

Link to early education

Dr. Amy Kemp

Link to higher education

Jody Foldesy

Driving data use in the classroom

Rebecca Gau

Governance

Donald Houde

"Killer questions" related to early childhood

Policy elements	Data For Advocacy and Accountability	Statute, Regulation, Standards, Frameworks, Budget	Power Groups, Practices & Behaviors	What examples of data used effectively are available now?	What kinds of reports are needed but are currently unavailable?
Strengthen opportunities for children pre-K	What percentage of children entering kindergarten at/ above benchmark of literacy related skills?	<p>How will we know if early childhood programs are effective?</p> <p>What is the impact of early childhood programs in preparing children to read at grade level (e.g., third grade test results)?</p> <p>Do effects of early interventions "fade out" later?</p> <p>How many K-3rd graders require remediation?</p> <p>What is the percentage of students showing success in remediation?</p>	First Things First is the leader in early childhood initiatives. Family and caregiver literacy efforts such as the Parent Kits, Reading is Fundamental and Reach Out and Read.	Not currently available. Will begin collecting data in 2010.	Longitudinal reporting allowing the tracking of students from entry (literacy level) to later achievement in primary grades. Reports that assist in the identification of best practices/ models in determining early childhood programs.

Topics for discussion

Link to early education

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Link to higher education

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"Killer questions" related to higher ed (I)

Policy elements	Data For Advocacy and Accountability	Statute, Regulation, Standards, Frameworks, Budget	Power Groups, Practices & Behaviors	What examples of data used effectively are available now?	What reports are needed but are currently unavailable?
Ensure that all students graduate from high school ready for college and careers	<p>What % of ninth graders enter college four years later?</p> <p>What % of HS graduates take remedial courses in college?</p> <p>% of HS graduates completing course-work that meets university admission standards?</p> <p>% of HS graduates completing Algebra II or equivalent?</p> <p># of HS students participating in AP, IB, Dual Enrollment, or CTE Courses?</p> <p>How many earn college credits?</p>	<p>Are graduating HS students successfully entering into the workforce, completing a certification or degree program?</p> <p>What % of HS graduates who go on to college take remedial courses?</p> <p>In which content areas do students require remediation?</p> <p>Are students academically prepared to graduate from HS and enter college or the workforce?</p> <p>What HS achievement levels indicate that a student is college and work ready?</p> <p>What will it take to change the practices and behaviors in schools graduating students who need remediation in college?</p>	<p>ADE; State Board of Education; State Charter Schools Board; Arizona Board of Regents/ Universities; Arizona Community College Council/ Community Colleges; Governor's P-20 Council; Foundations; Business leadership.</p>	<p>Currently not reporting student course taking, assessments taken, etc. Look at New Mexico Ready for College Reports as an example.</p>	<p>Longitudinal reporting that allows for comparison of high school experience to postsecondary access/ success and/ or career-entry. Report linking course-taking to postsecondary access/ success.</p>

"Killer questions" related to higher ed (II)

Policy elements	Data For Advocacy and Accountability	Statute, Regulation, Standards, Frameworks, Budget	Power Groups, Practices & Behaviors	What examples of data used effectively are available now?	What reports are needed but are currently unavailable?
Ensure that all students have the opportunity and financial support to attend higher education	Percentage of high school graduates who enter post secondary education or training Percentage of certification, associate and baccalaureate degrees awarded.	How do dual-enrollment, advanced placement, and International Baccalaureate programs in high school affect students' success in college? Have students taken the coursework to prepare them for college and work – both in years of study and rigor of content? How does Arizona ensure that students know what is required to be prepared for higher education? How and what programs are successful in assisting students in accessing and affording postsecondary education?	Arizona Department of Education; State Board of Education; State Charter School Board; Governor's P-20 Council; Center for the Future of Arizona; Foundations; Business leadership; LEAs.	Arizona does not currently track coursework taken by students or how students perform on college ready assessments.	Admission reports (applicant/admitted). Student indebtedness reports. Financial Aid reports providing national comparative data

"Killer questions" related to higher ed (III)

Policy elements	Data For Advocacy and Accountability	Statute, Regulation, Standards, Frameworks, Budget	Power Groups, Practices & Behaviors	What examples of data used effectively are available now?	What reports are needed but are currently unavailable?
Increase Higher Education Program Completion and Graduation	<p>Percentage of high school graduates who graduate with assoc's degree from an Az community college within 3 years</p> <p>Percentage of high school grads entering community college who transfer to a university</p> <p>Percentage of high school grads who graduate from a university within 6 years.</p>	<p>Are all HS graduating students academically prepared for post secondary education or the workforce?</p> <p>How many students need remediation in comm. coll.?</p> <p>What does Arizona need to do to lower the % of students requiring remediation in college?</p> <p>What changes in curriculum and teacher training will reduce the need for remediation?</p> <p>How do we improve the quality of remediation courses?</p> <p>What happens to students who did take remediation?</p> <p>Has the number of students receiving a baccalaureate degree increased?</p>	<p>Arizona Department of Education; State Board of Education; Governor's P-20 Council; Foundations; Business leadership, LEAs. Special interest groups such as ALRE. State Charter School Board, ABOR, Community Colleges</p>	<p>Currently collect some if not all of this data. Transfer rates from community colleges to university by high school graduating class cohort</p>	<p>Longitudinal reporting tracking students from high school experience through postsecondary experience. Report that provides course-taking detail to determine student high school experiences that best prepare them for postsecondary success. Report will compare student performance on college-readiness assessment with actual postsecondary performance.</p>

Topics for discussion

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Driving data use in the classroom

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Diagnostic of Arizona's ability to get data into the classroom

Required capabilities	Assessment of current state
<p>1 View historical data of mobile students</p> <ul style="list-style-type: none">• Content mastery• How the student learns• Discipline/ attendance history• Whether passed AIMS (HS only)	<ul style="list-style-type: none">• The data warehouse is well on its way to doing this
<p>2 Gauge mastery of Performance Objectives with an eye on AIMS</p>	<ul style="list-style-type: none">• Districts/ charters starting to implement systems that do some variation of this
<p>3 Delivery of Response to Intervention based on unique culture and climate</p>	<ul style="list-style-type: none">• One of the weakest areas; has a lot to do with the skills, attitudes and funding
<p>4 Access to Professional Development that increases the Rtl "toolkit"</p>	<ul style="list-style-type: none">• Some momentum here, but better delivery/ information system would be very helpful• IDEAL can be a big help here with some modifications

Challenges associated with a State-level system

Won't be used due to limited training and outreach

By having to generate a system that fits all needs, it will be too general to be useful for specific school climate and cultures

- Must be a good fit between the system and the culture of the school for this whole process to be successful
- Preferred system would create an easy-to-use shell or template that can be easily modified to fit school culture

Successful implementation requires "socialization" or "change management"

- Combination of messaging/ marketing, training and support
- Requires substantial investment – sometimes larger expense than the system itself, and it is often first to get cut
- Educators then don't use system and resent it for what was spent

Must find the right roles for both State and LEA systems

Topics for discussion

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Discussion questions related to data governance

Primary questions

- 1** What entities constitute a governing entity or board?
- 2** What types of policies need to be set for governance?
- 3** What types of framework needs to be in place to govern who gets access to data?
- 4** What types of framework needs to be in place to govern how consumers get access to data?

Secondary questions

- 5** Based upon the questions to be answered and the programs/ services to be evaluated/ analyzed, what is the acceptable latency associated with the various data sources?
- 6** What types of training and communications mechanisms are requisite to support the governance implementation?
- 7** What types of tools and solutions are required to support the governance policies and best practices?

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Update and Review – SLDS Grant Application

**Donald Houde
ADE**



Five areas of focus in proposed SLDS plan

1 Expansion of the Arizona Education Data Warehouse (AEDW)

- New & expanded data storage and measures for analysis
- Tools to provide usability for teachers
- Tools that increase public transparency and usability of Arizona's educational measures
- Infrastructure enhancements

2 Estab. comprehensive training, communications, sustainability, and governance organization²

- Data capture & submission stand.
- Data use governance
- Intra & inter-agency SLDS comm.
- SLDS & data submission standards training
- Plan & provide infra. increases, incl. networks, web app. & servers
- Technology Assisted Student Assessment
- Use of instructional technology in schools

3 Expansion of data collection processes to provide entry to exit education management¹

- Collect new data & provide collection tools
 - Student-teacher link, courses, completion, concurrent college courses
 - Preschool data, incl. Head Starts, DHS Licenses, teachers, students
 - Post-secondary readiness & remediation, link to Natl Student Clearing House
 - Interstate data sharing
- Re-create and re-architect data collection systems
 - EduAccess Expansion
 - Master Data Management
 - Educational funding systems
 - Student data management
- Create educational support systems
 - Statewide Student Information System (SIS) option for LEAs
 - Colorado growth model implementation

4 Technology Assisted Student Assessment and Education Career Action Plan (ECAP)

- Assist teachers in monitoring student progress
- Link each student's interests, talents, etc., to academic planning and progress toward career goals

5 Complete school safety, discipline and non-violence interven. solution

- Perform audit study to assess the accuracy & reliability of data captured in AzSafe
- Assess climate & safety at the school level from a school community perspective
- PD & technical assistance to LEAs
- System enhancements

Applications

Training, comm. or data collect.

1. Includes/requires development of governance policies and management structures for Early Childhood, Post Secondary, Education Entities; funding for local education agency (LEA) system enhancements; interstate data collaboration; work in partnership with the CCSO LEARN, NCES and SHIO initiatives; and operational and Infrastructure enhancements

2. This organization has to also enhance stakeholder engagement and monitor and manage training remediation needs

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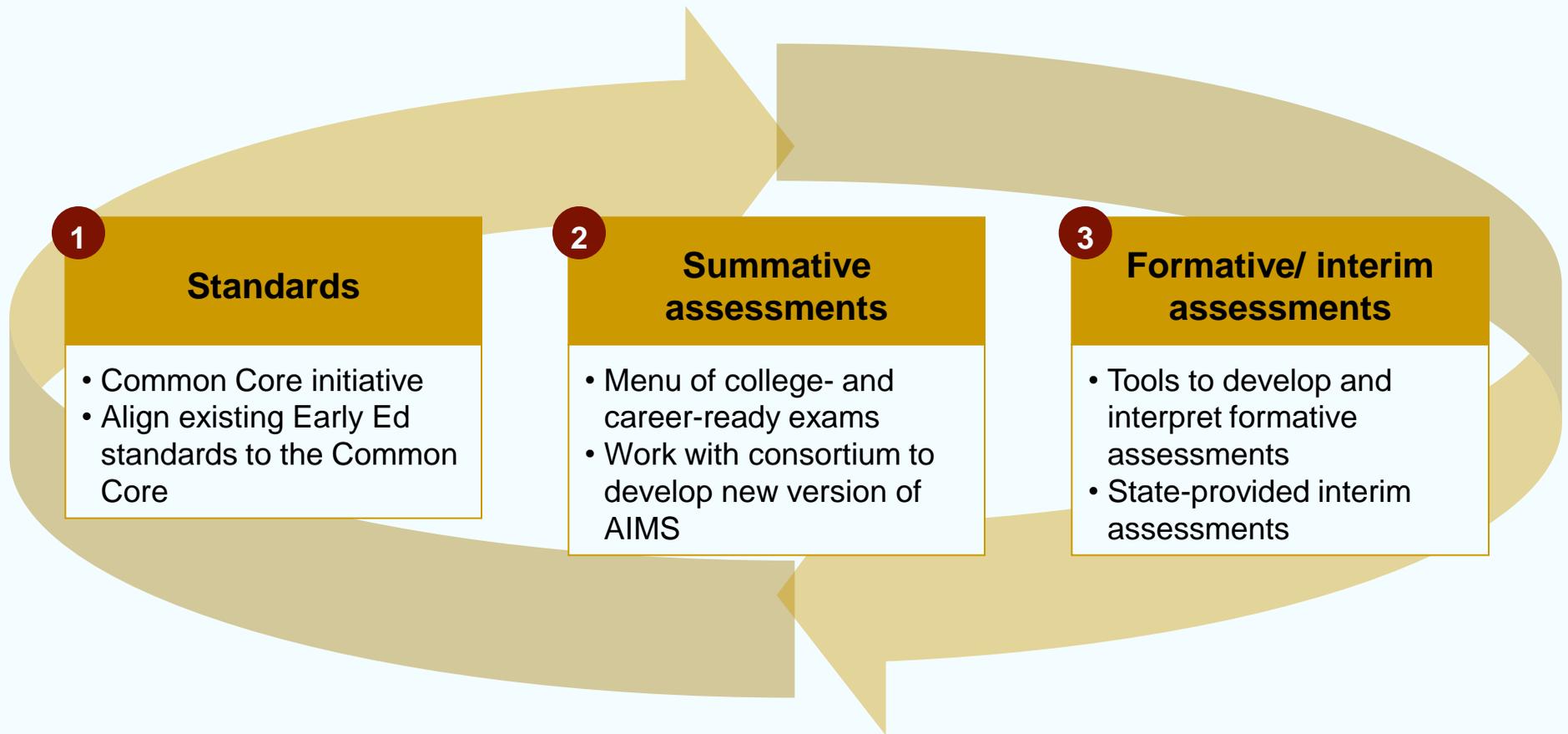
**Call to the Public
Adjournment**

**Cathleen Barton
Task Force Chair**



Appendix

Strawman recommendation for Standards and Assessments involves "system" that links key components



Strawman recommendation for Great Teachers, Great Leaders provides enhanced "path" through profession

1

Alternative pathways

- Active support and increased frequency for proposal submission
- Reasonable course-load – move on when ready
- Early childhood and SEI endorsements; pathways to principal
- e-learning certificate

2

Differentiated effectiveness

- Teacher and principal effectiveness based on multiple rating categories, with student growth a significant factor
- Establish a statewide mentor academy
- PD closely linked to evaluations with the necessary tools and supports
- Strengthen accountability of PBC plans, based on student performance and best practices from PBC task force and programs like Career Ladder

4

Data-driven programs

- Evaluate prep programs and alternative certification programs
- PD informed by real-time student data

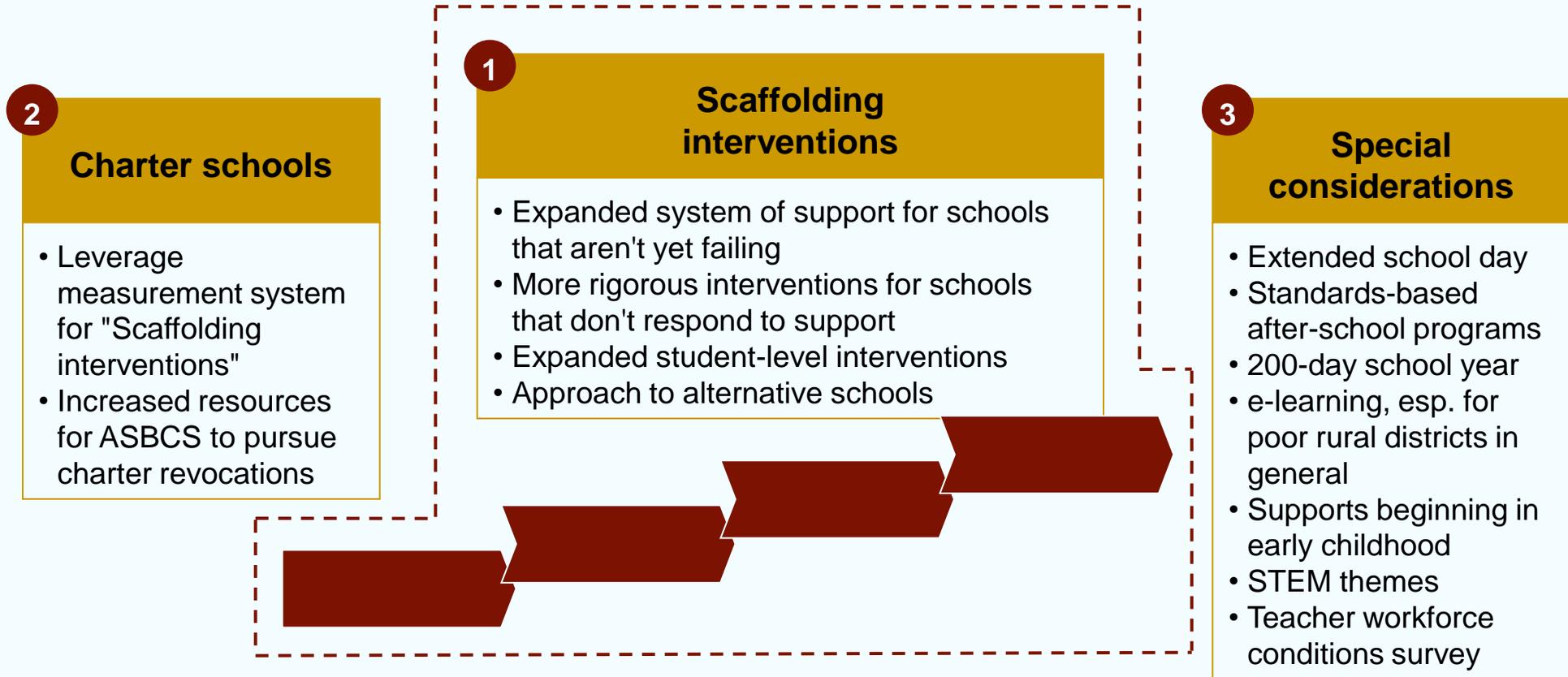
3

Equitable distribution

- Ensure supportive leadership / environment
- Address barriers to move to struggling schools and reciprocity constraints
- Expand programs for hard-to-staff subjects (e.g., STEM, special needs)
- Establish financial incentives



Strawman recommendation for Supporting Struggling Schools centers on "scaffolding interventions"



Broad initiatives cut across assurance areas and touch all aspects of education reform

STEM Strategy for the 21st Century

Set higher standards

Team with private sector to improve pathways to STEM careers

Scale up successful programs to build on STEM talent

Scale new, innovative ways to generate student excitement in STEM

Expand STEM schools?

Rural Strategy

High-quality administrators and teachers willing to turn around rural schools

Infrastructure: Leverage technology

Native American: Specific strategies within broader initiatives e.g.

- Alternative pathways
- Cultural sensitivity
- Dropout prevention

Focus on Transitions

Preparing students to meet challenges at each level

Associated initiatives that reinforce, e.g.,

- Early ed assessments
- Interventions, esp. reading
- End social promotion

ELL: Focus on English language proficiency

Online Strategy

Expand access to quality coursework (e.g., AP) to students at schools that cannot support

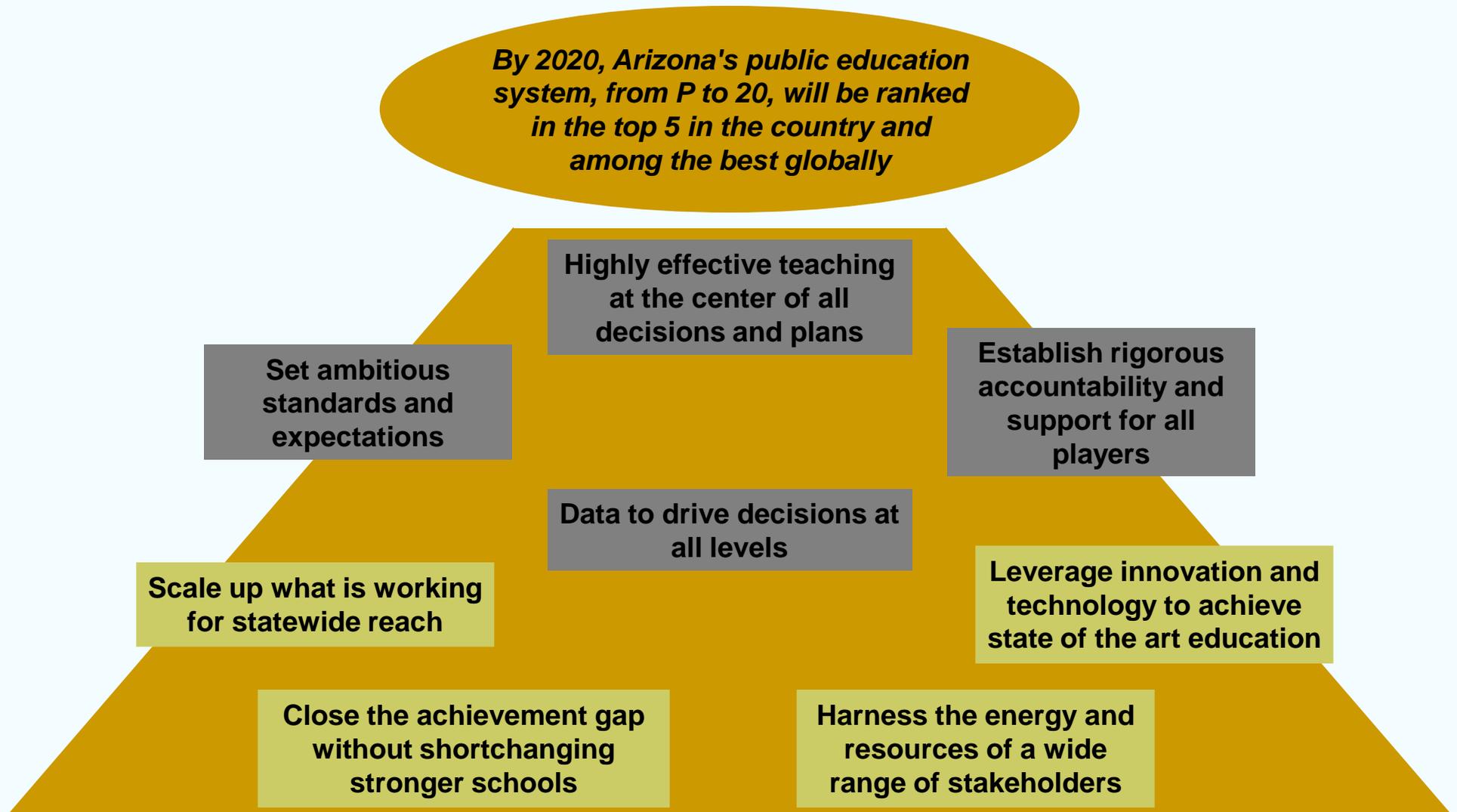
Online component to support alternative certification programs

Tools to support instruction, including...

- Formative assessments
- Data analysis
- Professional development

Working vision for public education in Arizona

Eight components to theory of action will enable climb to the top



Proposed outline for Race to the Top grant application

Early draft

1 Introduction

- Vision for Arizona schools
- Theory of action
- Goals

2 Current state of education in Arizona

- Unique characteristics of the State
- Legislative landscape
- Academic achievement

3 Overview of Arizona's approach to education reform

- Broad-based initiatives
- Bold and innovative ideas

4 Detailed description of progress and plans

- Standards and Assessments
- Great Teachers, Great Leaders
- Supporting Struggling Schools
- Statewide Longitudinal Data Systems

5 Stakeholder engagement

6 Implementation plan

- Timeline
- Budget

7 Appendix

- Proposed evidence and performance measures

Recap: DQC-facilitated discussion at our most recent meeting helped identify some key gaps

10 Essential Elements

All three breakout groups prioritized the three remaining unmet elements

- Element 5: A teacher identifier with the ability to match teachers to students
- Element 6: Student-level transcript information, including courses completed and grades earned
- Element 7: Student-level college readiness test scores

Another potential priority is Element 1: a unique student ID

- Specifically developing EduID for all stakeholders
- This could facilitate a more efficient exchange of information among agencies

Element 7 requires policy decisions/ answers to other questions

- E.g., which college readiness tests will we require?
- We will review early thoughts in the Standards and Assessments strawman approach

10 State Actions

Several Actions were highlighted as key components to our emerging reform plan

- Action 3: Develop governance structures to guide data collection, sharing, and use - need to identify the authoritative source for the different elements that should be shared at the different levels (e.g., different postsecondary institutions, K-12, etc.) and the stewardship of these data
- Action 1: Link K-12 data systems with early learning, postsecondary, workforce, and other critical agencies – clearly aligned with RTTT criteria
- Action 4: Build state data repositories that integrate student, staff, financial, and facility data – moving to a data mart would help facilitate the transfer of data to foster scalability
- Action 10: Promote strategies to raise awareness of available data – how to expand awareness/ use of an AZ Board of Regents aggregate-level report on HS students' performance on an annual basis?

Despite some gaps, outside-in perspective suggests Arizona's data systems are well-positioned

America Competes data elements

- 1** A unique statewide student identifier that does not permit a student to be individually identified by users of the system
- 2** Student-level enrollment, demographic, and program participation information
- 3** Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs
- 4** The capacity to communicate with higher education data systems
- 5** A State data audit system assessing data quality, validity, and reliability
- 6** Yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA (20 U.S.C. 6311(b))
- 7** Information on students not tested by grade and subject
- 8** A teacher identifier system with the ability to match teachers to students
- 9** Student-level transcript information, including information on courses completed and grades earned
- 10** Student-level college readiness test scores
- 11** Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework
- 12** Other information determined necessary to address alignment and adequate preparation for success in postsecondary education